

**Texas Education Agency  
Standard Application System (SAS)**

2018-2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID here:
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	Place date stamp here.
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name		County-District #		Amendment #	
Life Ministries International					
Vendor ID #	ESC Region #	DUNS #			
90-0922656	5	030599417			
Mailing address		City	State	ZIP Code	
4600 Jimmy Johnson Blvd		Port Arthur	TX	77642	
<b>Primary Contact</b>					
First name	M.I.	Last name	Title		
David	W	Wall	Community Engagement Coordinator		
Telephone #	Email address		FAX #		
409-767-5859	Dwdavidwall@gmail.com		NA		
<b>Secondary Contact</b>					
First name	M.I.	Last name	Title		
Jacquelyn	S	Kerr	Campus Administrator		
Telephone #	Email address		FAX #		
935-635-1212	Jacquelynnkerr3@gmail.com		NA		
<b>Part 2: Certification and Incorporation</b>					

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name David	M.I. W	Last name Wall	Title Community Engagement Coordinator
Telephone # 409-767-5859	Email address <a href="mailto:dwdavidwall@gmail.com">dwdavidwall@gmail.com</a>		FAX # NA
Signature (blue ink preferred)			Date signed

4/25/18

Only the legally responsible party may sign this application.

**701-18-111-031**

**Schedule #1—General Information**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 01/01

End date (MM/DD): 12/31

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment

No program-related attachments are required for this grant

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for school wide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving at-risk students assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.
10.	The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center. Refer to Program-Specific Assurances #3 on page 20 of the Program Guidelines for detailed operating schedule.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances (cont.)**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements listed on page 23 of the Program Guidelines, #15.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 90-0922656		Amendment # (for amendments only):		
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Through our community-based efforts, our program is targeting three uniquely different school districts: Port Arthur ISD, Port Neches-Groves ISD, and Nederland ISD. Our CBO status allows us to be placed centrally between the three. Though we are housed in a sectarian building, none of our programs are geared toward parochial education. Our target audience for these districts is students who meet three qualities: 1) be a junior or senior in high school, 2) have a desire to enter a trade school, community college, or directly enter the work force, 3) and they are not currently a work-study student or in a CTE (career and technology education) program full-time. The purpose for this targeted group is that there are programs both in and out of the school in place currently to aid university bound (four year colleges) students and early education students. Career and Technology Education courses are available to some students in the school already so we do not want to create redundancy and target students already in those courses. And there are programs in the schools to aid students who may routinely fall below State assessment standards. But the middle ground group, who are more likely to be over looked, are the students that we are targeting. We have a heartfelt need to aid those students that have a desire to be successful but don't have access to the right network of people at this time. We believe that public culture has created an idea that "it is not what you know, but who you know" and we want to help this particular group of students to "know" the right people because they deserve a chance at success. We are specifically targeting the high schools in an effort to use **work force preparation** as the backbone to all of our other programs.

All of the following **demographics** are based on the previous school year, 20016-2017. Port Arthur ISD, Memorial High School is documented as being 79.5% Economically Disadvantaged with 62.5% of the population listed as At Risk. With 4 out of 5 students at a disadvantaged, we have chosen to place our center within the boundaries of Port Arthur ISD but centrally located to all three local high schools. Port Neches-Groves ISD, PNG High School has 26.5% of their student population that is Economically Disadvantaged with 44.2% of the total population At Risk. Nederland ISD, Nederland High School has 32.7% of students Economically Disadvantaged and 35.8% At Risk. In total, the three high schools serve a population of 5,152 students. Of those, 2,412 are Juniors or Seniors.

As our Center targets 587 of the Juniors and Seniors that meet our three target qualities, we build our programs around the core activity of our center: **Financial Literacy for Marketplace Readiness**. Our target of approximately 25% of the Junior and Senior students is based on the campus needs assessments we have conducted in cooperation with the principals and counselors of each of the three high school campuses. This program takes a focused approach to learning mathematics, increasing reading and writing skills, and building social skills through hands on learning and real time experience. By giving students an incentivized reason to work together, plan well, and present correct information: they find themselves learning without knowing they are learning. We base this approach on nearly forty years of research in **Experiential Education** with a major upsurge in research in the last ten years. (Baker & Robinson, 2016; Clark, Treeton & Ewing, 2010; Gama & Fernández, NDA; Garrity, 1998; Levine & Kawashima-Ginsberg, 2015; Sutton & Knuth, 2017, etc.) That incentivized reason is that they have the opportunity, through our program, to not only receive extra help with areas they struggle in academically but more importantly they can forge a **pathway to a career** with us. This type of program has shown success in Delaware, statewide, with more than 6000 students as of 2017 benefiting from the type of program we offer here at the intersection of three school districts in Jefferson County, TX. The idea for this type of initiative came from a 2011 report from the Harvard Graduate School of Education (Symonds, Schwartz, & Ferguson, 2011), which called for the United States to build a system that would ensure that the majority of students who do not graduate from four-year colleges have clear pathways toward secure and productive careers.

The students we serve have an opportunity to link with a vetted mentor who has chosen to volunteer their time to aid the student in social development, networking skills, and academic progress. With the aid of the mentor, our students also have an opportunity to serve in an **internship** at one of over forty community based small businesses or national organizations with operations in the "midcounty" area that we have partnered with for this particular program. Our primary partners are DuGood Credit Union and Way Cool Super Kids!, both of which have spent years teaching through experiential learning. Between the financial literacy course at our 21<sup>st</sup> Century Learning Center ACE program and the internships students will have access to, our students have resources available to them that they may never experience in a normal school year.

**Supplementing** the school day with a vital resource for students as they prepare to graduate from high school and proceed into adult responsibilities is crucial to the success of the middle ground student.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:  
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$154,100	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$127,800	\$3,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$6,000	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$3,000	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$15,750	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$306,650	\$3,000	\$309,650
Percentage% indirect costs (see note):			N/A	\$29,390	\$29,390
Grand total of budgeted costs (add all entries in each column):			<b>\$306,650</b>	<b>\$32,390</b>	<b>\$339,040</b>

  

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements	\$	\$	\$

  

Administrative Cost Calculation	
Enter the total grant amount requested:	\$339,040
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$16,952

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$67,600
5	Site coordinator (required)	1		\$35,800
6	Family engagement specialist (required)	1		\$50,700
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$154,100
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$
27	Subtotal substitute, extra-duty, benefits costs			\$
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$154,100</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

NOTE: Our Mentors (Teachers) will all be volunteers, with a clear background check, who have either retired from or are currently working in career paths that our students have a desire to work in when they graduate. This is to help build the bridge from high school to adult level responsibilities for our students.

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 90-0922656		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Communities in Schools – academic supplements (\$200/student, 180 students)	\$36,000
2	DuGood Federal Credit Union – financial training (\$300/student, 180 students)	\$54,000
3	Way Cool! Super Kids – summer programs (\$200/student, 180 students)	\$36,000
4	Transportation	\$1,800
5	Program Evaluation	\$3,000
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$130,800
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$130,800

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Note: The majority of the students we will be serving transport themselves, which makes our Transportation contract a flexible cost. Our contract with Way Cool Super Kids! is for our 10 weeks of Summer Intensives programs with "camps" offered on a weekly basis covering topics such as Geology, Photography, Art, Culinary Arts, and several more.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 90-0922656

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$6,000
<b>Grand total:</b>		<b>\$6,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Note: Expenses for the Family Engagement Activities (FEA) here are for the August – May schedule. Any activity expenses for June and July are covered by our contract with Way Cool Super Kids! in Schedule #8. The majority of our FEA supplies are donated by our 40+ community partner organizations in lieu of any monetary contributions.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 90-0922656		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$3,000
<b>Grand total:</b>		<b>\$3,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Note: The \$3000 will be divided amongst the three required full-time employees for travel and conference expenses. One of the planned conferences is SXSW EDU to gain new knowledge of best practices for experiential education and classroom management to share with our Mentors (Teachers).

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 90-0922656			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2	Chromebooks – 3 Technology Centers	45	\$250	\$11,250
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12	Study.Com	45	\$100	\$4,500
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$15,750</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Note: Students will have access to two technology centers at the CLC, each with 15 chromebook stations equip with Study.Com software to aid Mentors (Teachers) and students with increasing academic performance. The remaining 15 chromebooks will be available for loan as groups of 15 students rotate being outside the center with their Mentors completing internship courses.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Master's Degree Preferred. Experience with adult education/learners, be responsible for overall management of the grant, resources, staff and coordination with regular day program and data from evaluators for program improvement.
2.	Site Coordinator(s)	Master's Degree Preferred. Guide teachers, manage grant objectives and resources for collaborative learning activities with students and families to maximize learning and maintain interest and attendance while coordinating with staff to implement ACE Blueprint for success.
3.	Family Engagement Specialist	Master's Degree Preferred. Experience working with families and providing engagement resources and involvement opportunities. Must be a flexible thinker and able to collaborate with site coordinators and teachers as well as partners to provide adult learning experiences.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Individual Student Academic Growth	1. Academic Assessment of Individual Target Students.	08/27/2018	09/07/2018
		2. Integrate Learning Strategies and Best Practices for Lessons.	08/27/2018	06/14/2019
		3. Provide Academic Counseling to Students.	08/27/2018	06/14/2019
		4. Implement a variety of educational activities.	08/27/2018	06/14/2019
2.	Measurable Increase in Graduation Rates	1. Partner with CIS to improve promotion rates.	08/27/2018	06/14/2019
		2. Provide student tutoring for each day.	08/27/2018	06/14/2019
		3. Implement supervised peer-teaching time for homework assistance.	09/07/2018	06/14/2019
		4. Encourage college planning for students with their Mentors.	10/01/2018	06/14/2019
		5. Host 2 Financial Aid, Grant, and Scholarship nights per semester focused on target schools.	08/27/2018	06/14/2019
3.	Measureable Increase in Attendance	1. Work to ensure students face firm sanctions for truancy.	08/27/2018	06/14/2019
		2. Partner with the three local high schools to create an incentive program for perfect attendance.	08/27/2018	10/01/2018
		3. Identify and Recruit all at-risk, high-need students	08/27/2018	09/07/2018
4.	Individual Student Marketplace/Career Readiness	1. Provide access to apprenticeships/internships	08/27/2018	06/14/2019
		2. Partner Students with Mentors who are professionals in their preferred career field.	08/27/2018	06/14/2019
		3. Offer Financial Training as one of the primary activities of the center.	08/27/2018	06/14/2019
		5. Partner with local organizations to offer training classes during Center hours on site.	08/27/2018	06/14/2019
5.	Social Development for the Student and Family	1. Offer parents/guardians the opportunity to actively percolate in student programs with their child.	08/27/2018	06/14/2019
		2. Small group time for students, each with representatives from the three high schools.	08/27/2018	06/14/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)



**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Campus Needs Assessments have been conducted with the three high schools this center is working with in the area and the center worked directly with the principal and the counselors of each. A cross-section of the student population was surveyed also to measure areas of need. The survey presented was ten questions in length presented in a dichotomous answer choice format of "Agree" or "Disagree" in order to achieve a clear measurement without a myriad of answers skewing data. A supplemental open-ended question was attached to the survey that asked students, "What, if anything, would you add to your school day to help you be more success academically, socially, and for the future?" After evaluating the psychometric soundness of each survey, those surveys that proved sound were read for insight into the open-ended response.

The majority of respondents stated that they wanted help from someone they trusted to help them prepare for their future. A very small portion made any remark regarding academics. The interview results of the administrative and support staff all leaned toward the need to raise academic standards amongst students as a primary need. The disparity lends to the idea that students want to be successful in the future but they don't necessarily see a correlation between academic success and career success.

At present, each school offers an AVID program but only to a small percentage of students that is geared toward academic growth. Memorial High School has a Communities in Schools program on site working with a small population of the students and a JAG program, Job's for America's Graduates, on site available to an even smaller population of the students. We desire to actively partner with JAG and CIS in an effort to not duplicate services for students already being served. Each high school offers CTE programs to their students, currently enrolling students in programs such as auto mechanics and welding. In the community of "midcounty", the colloquial term for this area, there are few programs available for high school age students. There are two trade schools in the area that our CLC partners with: Associated Builders and Contractors of SETX Construction Training Center and Beaumont Electrical Joint Apprenticeship and Training Committee. Along with those trade schools, our program works heavily with Lamar State College – Port Arthur to provide educational support to students.

With a 21<sup>st</sup> CLC present at the midpoint of these schools, the overarching goal of our services revolves around closing the cultural gap, bridging the racial divide, and instilling a mentality in each student that they can succeed in a career path of their choosing. We cannot stress enough how necessary it is for a student to know that there is more to the world than what they perceive in their community. Passarelli and Kolb (2011) state that, "By living, studying, and working in an unfamiliar culture, students are challenged to make sense of the novelty and ambiguity with which they are regularly confronted. As a result of this sense-making process, students adopt new ways of thinking, acting and relating in the world." We are servicing a region that is dramatically divided racially and economically. According to the Census Bureau: 29.3% of Port Arthur, 13.6% of Port Neches, and 9.1% of Nederland are in poverty. The Per Capita income of these three cities is **below \$20,000** for Port Arthur and **above \$30,000** for the two neighboring cities. Although, the number of individually owned businesses in Port Arthur is **over 3,500** versus nearly 900 and 1,500 for Port Neches and Nederland respectively. The racial divide between schools is prevalent with 50.21% African American and 42.14% Hispanic at Memorial High School, 66.98% White and 21.45% Hispanic at PNGHS, and 61.89% White and 21.19% Hispanic at NHS. What all of these statistics are leading us toward is the fact that there is a clear disparity between the numbers representing Port Arthur and those representing Port Neches and Nederland. We **are not** willing to allow our community of Port Arthur, Port Neches, Groves, and Nederland to continue to have such a gap in economic prosperity and career preparation and we feel that research supports the idea that when an individual's cultural mindset is shifted through experiential education they will then show an increase in future success.

As we break old mindsets in these students then there is a trickle down effect that occurs and encompasses the family of the students we service. Household incomes rise as students gain access to internships and apprenticeships. Racial and cultural ambiguity increases in the home as family members see their students spending quality time with individuals not of their same background. Academic growth for students and financial literacy and social development for families increase as students and parents learn to work together to achieve their goals. This center is part of a regional movement to change the culture and it starts with the students we can help.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☐ This applicant is part of a planned partnership.

☒ This applicant is unable to partner.
**Special Note:**

This CLC program is the operating Community Based Organization centered between three school districts. We hold a unique position in that the school districts are feeding into our program because of the specialty of our program. Not only are we connecting students to mentors and providing the student with access to internships and apprenticeships, but also we are focusing on connecting cultures and removing racial barriers. Because we are founded on the premise of cross-cultural connectivity, we cannot house this program at any one campus in particular though we do draw our attention to PAISD primarily due to it's Title 1 status based on the large number of economically disadvantaged students on its campus (79.5%).

At present, our program represents the only ACE program within a 99-mile radius. There is an ACE program in Texas City, 99 miles from Port Arthur. This makes our program the only CLC based on an ACE Blueprint for the entirety of Region 5.

Our partnership with the three school districts is an informal partnership. We have entered into an agreement that we will request no funding from the school districts and that the CBO will be responsible for all accounting of grant funding while offering unfettered services to any of their students that fall within our target qualities addressed in Schedule #5. At present, that includes up to 295 students from MHS, up to 156 students from PNGHS, up to and 136 students from NHS (a total of 587) based on the campus needs assessments.

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Our target objectives are to Increase Financial Literacy, Marketplace Readiness, Academics and Attendance, and to Narrow the Cultural Divide and Break Racial Barriers.

Involving the family is our first step toward alleviating issues at school. By working directly with parents and/or guardians we gain insight into how the student is performing at their school. Parents have the opportunity to meet with Mentors (teachers) at the Center during the opening session of the afternoon schedule or during the closing session of the afternoon schedule any day of the week. During these meetings we will discuss the students current grades and attendance and plan a course of action for problem areas in an effort to positively correct any given issue and aid the student in rectifying the issue. We will also use these meetings to encourage the parent/guardian in their role as the care giver and offer assistance in planning routines for the household that will aid the student in staying on schedule and up to date with their course work and attendance.

As the student works through the planned activities for financial literacy and marketplace readiness, they will use the process of experiential education to gain a deeper understanding of the math, reading, and science behind these activities. Through the course of completing projects and reviewing the material covered through an "exploded" view, the students and Mentors will examine how math, science, and literacy played important roles in the tasks they completed successfully. Research shows (Garritty, (1998), Gama & Fernandez, (2009)) that as a student gains knowledge through experience, they gain a fuller understanding of the mechanics behind the task, an increased enthusiasm for learning, and "develop teamwork, empathy, compassion and responsibility." We will use this method of learning to aid the students in growing academically and push them toward advancement. We also believe that this method increases self-discipline, which will have an impact on any potential behavioral problems that may have been present in the past at the child's school.

With the implementation of apprenticeships and internships, students will now have an outlet for gaining knowledge of careers they want to enter into upon graduation. The incentive behind the internships and apprenticeships is that when the student graduates from high school then they may have a job offer waiting for them. Our community partners, totaling over 40 in the "midcounty" area and counting, can currently support up to 90 interns/apprentices per year with the potential to convert those positions into full-time employment.

The linchpin, or the vital part of our program, is the connection between secondary education and career pathways. When students have an external focus beyond the here and now, their discipline patterns change, their attendance problems decrease, their academic standing rises, and their overall graduation rate as a group increases. According to Burian, et al. (2012), "Employer demands for increasingly flexible, self-motivated, collaborative, communicative, creative, energetic, technology savvy employees will continue to rise." We will use research proven learning models such as the Professional Learning Model (PLM) (Leasure, 2004) and the Applied Experiential Learning Model (AELM) (Corney, 2007) to support our local schools with the framework for making the student a more skilled and knowledgeable member of society through the application of group- or team-focused projects and presentations. Roger Greenaway (1995) states that experiential learning is "a structured learning sequence which is guided by a cyclical model". This idea is often found in projects involving leadership and interpersonal skills development at Stanford's Graduate School of Business and is a core strategy of our Center activities. We will be providing this kind of linchpin extracurricular program for Region 5 and our expansion plan beyond the grant period will grow to aid more schools and, more importantly, more students.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

As Clark, Treeton, and Ewing (2010) state, "To improve the likelihood of increased student achievement through more focused pedagogical practices," teachers must be willing to, "adapt and adopt." In other words, much like our Center offers, educators must be prepared to offer education by means of not only experience but also in styles that their students will receive. The benefit of experiential education is that we see an increase in academic performance, achievement, and positive youth development as learning styles are taken into consideration for each individual student. Our program focuses on all of these aspects of student growth as an outgrowth from workforce preparation.

Best practices:

- (1) **Enhancing Academic Performance** - Meetings with parents/guardians, with the student present, that target student needs will guide the activities of the program. The use of collaborative learning forms the basis of our learning activities and allows peer learning to be a motivating force for individual development. Van Rooji's research (2010) suggests "students learn best by actively constructing knowledge from a combination of experience, interpretation, and structured interactions with peers and teachers when using technology." (There are five important pieces to collaborative learning, according to Roger and David Johnson's (2003) work, which include a) positive interdependence, b) individual accountability, c) structures that promote face-to-face interaction, d) social interaction, and e) group processing. The implementation of all of these components gives our students access to new resources they may not have in a standard classroom setting. Coupling these concepts with the ACE blueprint gives our Mentors the foundation for providing students with SMART goals. That is: specific, measurable, attainable, realistic/relevant, timely/time bound goals.
- (2) **Creating Concrete Learning through Experience** – Focusing on the final aspect of Dale's Cone of Experience, "direct purposeful experience", we will provide our students with hands-on, real time experiences that create long-term memories for the students to lean on for future reference. Along with experiential methods, our team of volunteer Mentors and full-time staff will remain in a state of "learning educators", or those who continue to learn new methods for presenting valuable lessons to their students.
- (3) **Providing a Safe Space for Youth Development** – Hosting our program at a neutral site so that three school districts can send students to a place that allows for bridging the cultural divide is just the start. Teaching these students that it is safe to express your thoughts, emotions, and imagination is the next step. Through small group discussions and activities like drawing and painting built into the schedule, our students can learn that it is alright to express themselves.
- (4) **Encouraging Workforce Preparation** – The focal point of our program is the workforce development. We guide our students in three primary areas of growth: learning to think critically, asking thought provoking questions, and investigating to find a solution. Our students will partner directly with area professionals who represent a myriad of career backgrounds. Through these partnerships, the Mentors will guide students in how to think through issues presented in projects at the Center. It is not enough to show a student how to do something, they must have the opportunity to do it themselves and have the opportunity to fail and learn from their mistakes. The Mentors will provide counsel on how to redeem a mistake as students work to complete projects and as the projects draw to a close, the Mentors will discuss with their students the professions that may be associated with the theme of each project. Giving students access to the possibilities available to them for a career after graduation allows for an expansion in worldview which is an idea supported by Levine & Kawashima-Ginsberg (2015), stating that, "By giving young people a chance to engage on their own terms with civic content and to participate in deliberations about civic matters, they allow diverse students to discover their love of learning."

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Everything at our Center revolves around the fact that experience builds knowledge better than any teacher. Our activities focus on collaborative learning, project based learning, and group discussions as well as the Mentor-Student teaching relationship.

An example project our Center will be conducting, started in March 2018 as initially a community based project and slated for initial harvest in June 2018, is a community garden. Students and volunteers have the opportunity to plant a garden on site with the knowledge that the success of their crop is determined by how many families they are able to provide fresh produce for in June. Through this project, students learn about the biological aspects of the different types of plants they are sowing. The mathematical aspects of garden bed size, seed spacing, planting depth, and moisture levels of the soil that all need to be within certain ranges in order for plants to grow well is learned. The history of different planting methods is discussed and writing exercises are implemented as students take notes, conduct research, and write persuasive and expository pieces about the garden. And through the course of the project, students are involved in group discussions, workdays with their peers, and lectures presented by local Master Gardeners, Landscape Architects, and Civil Engineers. Through this project our students learn about science, math, English and writing, and career development from a perspective that doesn't look like the classroom but provides them with concrete learning based in long-term memory: real experience. The next garden will be planted in late August and harvested in October/November.

In addition to the outdoor projects, a project set for August through December is our "Spending Seminar: Mo' Money, Mo' Problems", taught by a friend of the Center affectionately nicknamed "Mo". "Mo" is actually a mascot and the program is hosted by DuGood Federal Credit Union at the Center. Through this long-term project, students will learn about building their credit, managing a budget, what it means to spend well, how to work collaboratively, and how to finish a project with excellence. Students will each have a "credit card" with a \$300 spending limit. In groups of 15, the teams will have to design a construction project that they must fund as a team with a maximum budget of \$4,500 for the semester. Students will need to create a list of supplies, purchase the supplies at the best possible price, form organizations they can partner with if possible, and work together to cover the cost of the project and complete the manual labor necessary to finish the construction. Bear in mind, the students are not actually spending money themselves but our partner organization DuGood FCU is responsible for purchasing supplies, which will be reimbursed to them by the center as part of a partnership, while providing the students with Financial Planners from their own staff who volunteer their time to work with our groups. Some examples of upcoming construction projects are a green house to be built by one of the student teams and a "tiny home" construction project. Some of the Mentors for students involved in this project are contractors, construction managers, and refinery supervisors, so the students have access to time with local professionals who can discuss future careers with them. Side Note: students participate in a CPR/First Aid course and a Safety course at the start of each semester, at no cost. Safety comes before Construction.

Those are just two of the experiential learning projects we host at our Center. Students need time to be debriefed and focus on themselves too though, which brings in our group and individual discussion times. The regular daily schedule of the center includes study time, tutoring time, project time, snack time, time for meetings with family members, and also a time for students to relax and talk about what is going in their daily lives. This particular activity is focused on the social and emotional development of each student. There are a couple times each week that we have small group time and students have the opportunity to share about what's going on in their week and we find that providing that safe space for "real talk" allows students to decompress and refocus their attention on their school work. Also, we have several Mentor volunteers who are experienced counselors who provide individual discussion time at the Center with students who may be dealing with issues they would like more aid in handling.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

At present the Center shares information with families and the community primarily through social media formats such as Facebook and Snapchat. Due to the prevalence of Snapchapp use by teenagers today, the Center chose to create an account specifically for ACE communication.

Beyond communicating with our current students and families, we have provided flyers for each of the counseling offices at the three local high schools so that there is a readily available physical form of communication that they can give to interested students and families at each school.

In June and July of each year, we host a "Community Meeting" that is a fun event for locals to come and participate in to introduce their students to the Center and provide information to the community about the upcoming school schedule for each district and the schedule of events for the Center.

The Center also participates in Chamber of Commerce events for the three local chambers in an effort to maintain and build relationships with local businesses so that our volunteer pool is ever expanding and partnerships increases from year to year.

We also invite our students to participate in writing editorial pieces for the local newspapers. This activity not only provides students with an opportunity to practice and increase their writing skills with the aid of a Mentor there to revise their work but it also provides the Center with more exposure to the community.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Our center has two 16-passenger vans that are available for use to transport students. The release times for each of the local high schools is different: 3:00p, 3:15p, and 3:25p. With the differing release times, we can pick up students from PNG High School at 3:00p and drop them off at the Center and then pickup students from Nederland HS at 3:25p with one van and use the second van to pickup students from Port Arthur HS at 3:15p. The majority of our ACE students are able to drive themselves because of our target audience being juniors and seniors. A very small percentage of our students need to be picked up from school.

Port Arthur HS is the closest to our center with a four-minute drive time. PNG HS is a six-minute drive from our Center and Nederland HS is a ten-minute drive from our Center.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)



**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Our entire teacher base, we call them Mentors, is comprised of volunteers. As individuals express an interest in volunteering we vet them through a fairly rigorous process. They must go through a background check and be willing to pay a \$3.00 fee for it. After their background check comes back clear, nothing above a Class C Misdemeanor: our Program Director and Site Coordinator interview them. A volunteer **must** be available a minimum of three times a week. We are building a family atmosphere, a Safe Space, and in family you are consistent. In the interview process, volunteers submit a professional grade resume and we determine in what areas they would be best suited. Most of our volunteers are local professionals who are usually small business owners or retired professionals.

Because of our large volunteer base, we can have Mentors in specific program areas such as outdoor projects, financial management projects, career preparation activities, counseling, tutoring, etc.

Volunteers go through a shadowing program before they are ever allowed to work independently with student groups. We partner our new volunteers with experienced Mentors for a period of 3 to 6 weeks depending upon which program area they are serving in at the Center. During the course of the shadowing process, the new volunteers meet with the Site Coordinator once a week to discuss how they are feeling about their new position and evaluations from the Mentor they are shadowing are reviewed by the Site Coordinator with the new volunteer. At the end of their shadowing process, the new volunteer is "graduated" to Mentor status and we celebrate them in some way they will appreciate.

Part of the shadowing process procedures include the shadowed Mentor and Site Coordinator figuring out how the new volunteer feels loved. We follow the ideology of Gary Chapman, "5 Love Languages", that each person feels appreciated in one of five ways: physical touch (handshakes, pats on the back), words of affirmation (verbal thank you and congratulations), gifts (small tokens of appreciation like their favorite candy), acts of service (doing things for the person), or quality time (spend intentional time getting to know the person). If we can provide our volunteers with a way to feel appreciated, they will be more apt to show their students appreciation.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts and how the proposed program will coordinate federal, state, and local programs to make the most effective use of public resources to supplement existing programs and services on the campus(es). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Our Center will continue to build a team of corporate sponsors.

Presently, we have a partner base of 40+ organizations that provide us with a pool of volunteers and cover our supply needs through donation of those particular supplies. Some of those will join our sponsor team and provide financial donations after the grant ends.

Part of our plan for disseminating information is participating in local Chambers of Commerce. From that participation we have built most of our volunteer base and supply donation base. Over time we will encourage a shift to financial giving to cover the cost of providing a salary to full-time Center staff. The funding from this grant will allow us freedom to put more time into converting supply donations into fiscal donations during the daily work day outside of student time.

We fully intend to expand our Center locations to encompass Beaumont ISD, Bridge City ISD, Sabine Pass ISD, Vidor ISD, and other local districts just outside of our current reach. We will not expand to those school districts until we have a sponsorship base that allows for it. Our staff and volunteers are in accord with the idea that we need to be reliant upon local support and not solely state and or federal funding.

During our June and July "Community Meetings" in the summer of 2018 we will begin the process of hosting Partner Meetings to invite companies and individuals to consider providing financial support to the Center at the end of the grant period. Any funds raised during the course of the grant funding will be held in escrow until the completion of the grant process with the intent of creating an endowment fund with the initial funds rose. The interest from the fund will cover the cost of at least one fulltime position, the Program Director. With that said, the initial goal is to raise \$1.4 million by May of 2021 for the endowment fund.

Following the creation of the endowment fund, our Center staff will continue to utilize time during the day before the Center opens in the afternoon each day to meet with partners and continue to foster relationships with local entities. To fund the position of Site Coordinator at our initial Center location and the expanded Center locations, our Program Director and Site Coordinators will need to duplicate what we have already established at this first center: building a team of partners through participating in Chamber of Commerce programs and other local meet and greet events.

Finding partners is a simple task when the vision of the Center is one that local professionals and companies want to support: preparing students for life after school through workforce preparation by experiential education.

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**TEA Program Requirement 1:** Enter center-level information requested for each of the proposed centers.

<b>Center 1</b>				
Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
Life Ministries International 4600 Jimmy Johnson Blvd. Port Arthur, TX 77642		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12
9-digit campus ID number:				
Cost per student	\$727			
"Regular" student target (to be served 45 days or more annually):	180	Parent/legal guardian target (in proportion with student target):	220	
	Feeder school #1	Feeder school #2	Feeder school #3	
Campus name	Memorial High School	Port Neches-Groves High S.	Nederland High School	
9-digit campus ID number	123907009	123908001	123905001	
Estimated transportation time	4 minutes	6 minutes	10 minutes	
<b>Center 2</b>				
Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:				
Cost per student	\$			
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
	Feeder school #1	Feeder school #2	Feeder school #3	
Campus name				
9-digit campus ID number				
Estimated transportation time				
<b>Center 3</b>				
Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:				
Cost per student	\$			
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
	Feeder school #1	Feeder school #2	Feeder school #3	
Campus name				
9-digit campus ID number				
Estimated transportation time				

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	<b>Cost per student</b>		\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
		<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							
<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	<b>Cost per student</b>		\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
		<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							
<b>Center 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	<b>Cost per student</b>		\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
		<b>Feeder school #1</b>		<b>Feeder school #2</b>		<b>Feeder school #3</b>	
<b>Campus name</b>							
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
<b>Center 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>		\$			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
<b>Campus name:</b>						
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Program Director and Site Coordinators will work with the ACE team of Mentors to fulfill the objectives of the Center and the daily process of completing activities and aiding students in growing academically. They will also take the time necessary to record pertinent data. The Center needs to maintain a log of daily activities and student participation and be sure to keep student information confidential to maintain FERPA guidelines. The ACE Blueprint gives the Center a set of guidelines for maintaining documentation for the grant and the Program Director will be responsible for keeping each staff member and volunteer up to date with what they are responsible for under the grant.

Center Operations will fall under the jurisdiction of the Site Coordinator. The need to have two separate roles between Program Director and Site Coordinator lies in the fact that our Program Director will carry the brunt of building community relationships during the day before the Center opens in the afternoon while the Site Coordinator will work primarily with the Mentors and providing for their professional development during the day and assisting with hosting programs during Center hours on site. Maintaining volunteer training and aiding in the interview process of new volunteers is crucial. Staying available for the needs of the Mentors while continuing to build rapport with the students at the Center is part of the daily roles of the Site Coordinator. Spending money from the budget will need to be approved by the Site Coordinator for daily supplies for activities, any expenditure for family activities will need to be reviewed by the Family Engagement Specialist and approved by the Director. Center level expenses will be up to the Director's discretion. Though there is delineation between budgetary responsibilities, the staff works as a team to keep each other abreast of spending.

Supplies that can be prepurchased for planned activities will be bought between July and the end of August for the Fall semester and between December and the end of January for the Spring semester. Mapping out Center supply uses before the activities will help our staff and volunteers better prepare for providing quality lessons, activities, and rapport building times at the Center.

The weekly schedule of the Center will maintain twenty hours of Safe Space for the students of the community we are here provide support to between the three school districts. Monday through Thursday, from approximately 4:00pm to 8:00pm, doors will be open for students to come in and participate in our daily activities and semester long programs. On a daily basis, tutoring will be available from 4:00pm to 5:30pm. The remainder of the 2.5 hours will be devoted to the Center objectives of providing financial literacy and workplace readiness as a backbone to raising student achievement in academics, attendance, and discipline. Fridays are reserved for special events at the Center such as guest speakers and group projects as well as Family Activities.

Part of our desire in creating a Safe Space for these students is also building a family atmosphere. The Family Engagement Specialist, with the aid of the Mentors, will be responsible for hosting Family Nights once a minimum of once a month. Each Friday the Center will host special events open to families of the students and the FES will plan those out as well. Working with the Mentors and Site Coordinator, the FES will also work with the families in an effort to extend what the Center provides in financial literacy and workplace readiness to parents and guardians of students who attend the Center.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)



**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 90-0922656

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Our Center intends to implement random visits from Region 4 representatives from the ACE program in Texas City, the closest ACE program being nearly two hours away, to give us feedback on how we are doing at our site. Representing Region 5 as the only ACE program gives us the ability to create something unique but we also have to be ready to implement constructive criticism to improve our program. Our Center staff will conduct reviews of each program area on a monthly basis and discuss the results with the volunteers during our monthly Team Meetings held on the 4<sup>th</sup> Friday of the month.

A full evaluation will be conducted each semester, including the summer as a third semester in the year, by the evaluation team we have contracted with for the Center. Evaluations will be random so that we can better see what the true quality of the Center is during the course of a semester. Results will be reviewed and discussed during one of our monthly Team Meetings and a plan of action will be introduced to begin implementing any suggested improvements for the Center within two weeks of the Team Meeting in which results are reviewed. The Evaluation team will make a secondary visit to review our implementation of suggested improvements and the Program Director input on the level of success the Center is displaying.

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 90-0922656

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 90-0922656

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 90-0922656

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 90-0922656

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 90-0922656

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 90-0922656

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:



**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 90-0922656

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)

**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 90-0922656

Amendment number (for amendments only):

**Part 1: Private Nonprofit School Contacts.** This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

**Total Nonprofit Schools within Boundary**

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

**Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating: 0

Total nonprofit students participating:  
0Total nonprofit teachers participating:  
0No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

**Part 2: Consultation and Services.** Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

**Participant Consultation: Development and Design Phase Consultation Methods**

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☒ How children's needs will be identified☒ What services will be offered☒ How, where, and by whom the services will be provided☒ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☒ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☒ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☒ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☒ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):

**Note:** According to TEPSAC data, the two possible private nonprofit schools within our boundary end their service at 8<sup>th</sup> grade, which falls outside of our target audience. If they ever expand the grades they service to the high school level we will seek to begin working with them immediately.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)

**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 90-0922656

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☒ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☒ After school day☒ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name: Not Applicable at this time.	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:      # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:      # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:      # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:      # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:      # of teachers:			Activity #5 end date

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

By TEA staff person:

Via telephone/fax/email (circle as appropriate)